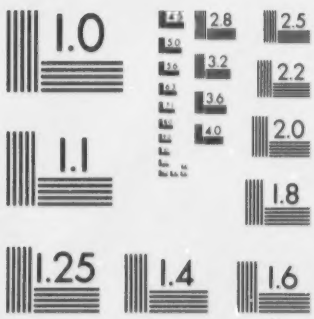

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ABSTRACT

Suggestions for providing more effective performance appraisals for school media specialists address questions of what performance items and evidence are appropriate for evaluating media specialists in schools of different levels and sizes, and what procedures will successfully involve media specialists, principals, and district level personnel. Administrators and media specialists in 14 schools in 4 Florida counties cooperated with the investigators to develop several sets of empirically-based job duty statements and performance measures for evaluating building level media specialists. Development procedures varied for each district. All 22 of one county's job activity/performance statements were developed locally and represent the full scope of the media specialists job. Each of the other countries' models includes descriptions of positive aspects and suggestions for improvement. Summary responses to interviews conducted in the schools illustrate overall reactions, priority objectives, reaction to using the model as a formal personnel appraisal instrument, and implementation needs. The study concluded that procedures for evaluating media specialists are inadequate, the models can improve performance appraisal, and they are congruent with current management trends. The appendices contain each model performance appraisal instrument. (Author/CM)

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RESEARCH BULLETIN

TM 830 263

MODEL JOB DESCRIPTION AND EVALUATION STANDARDS FOR SCHOOL MEDIA SPECIALISTS

Volume 16 Winter, 1983 Number 3

FLORIDA EDUCATIONAL
RESEARCH AND DEVELOPMENT COUNCIL, INC.

RESEARCH BULLETIN

MODEL JOB DESCRIPTION AND EVALUATION STANDARDS FOR SCHOOL MEDIA SPECIALISTS

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F.E.R.D.C. NOTES ON THIS EDITION

Evaluation of school personnel is a topic which most people in and out of professional education agree is necessary and proper. In most cases, it is required by State statute or State Board of Education regulations.

A major problem is, and has been, how do you conduct a proper professional evaluation of school personnel free from personal bias, and perhaps even more important, free from liability suits?

Most evaluation formats, methods, and techniques tend to be aimed at the classroom teacher with the assumption that this is appropriate for all instructional personnel whether teachers or support personnel.

Realizing that specialized personnel, such as media specialists, should be evaluated for the job they do, rather than on general professional principles, Dr. Pfister and Ms. Vincelette have developed a job description and evaluation standards which should be of great assistance to both the evaluator and the evaluatee.

This bulletin, then, represents FERDC's continuing effort to support research and development designed to improve education at its most basic point, the individual and school center level.

Charlie T. Council
Executive Secretary

MODELS FOR PERFORMANCE EVALUATION OF SCHOOL MEDIA SPECIALISTS

REPORT OF A
STUDY CONDUCTED WITH ASSISTANCE
FROM THE FLORIDA EDUCATIONAL RESEARCH
AND DEVELOPMENT COUNCIL, INC. AND IN COOPERATION
WITH FOUR FLORIDA SCHOOL DISTRICTS

FRED C. PFISTER
AND
JOYCE P. VINCELETTE
OCTOBER, 1982

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We would like to express our appreciation to those Florida media supervisors, media specialists, and principals who participated in the field study to help develop the models, test them, and react to the study in tape recorded interviews. John Schulz, Assistant Superintendent for Curriculum and the media specialists in the Traverse City, Michigan School District reacted to an interim report of the study and confirmed our assumption that the problem of inadequate performance appraisal is not limited to Florida. We appreciate the time they took to consider the problem and to participate in the interviews arranged to get their responses. Thanks also to the College of Education at the University of South Florida for research assignment time for the study and to Professors Joseph Mazur and John Follman for reacting thoughtfully to early drafts of the research proposals.

The support provided by the Florida Educational Research and Development Corporation, Inc., was essential. We appreciate not only their support, but also the professional way in which they dealt with every aspect from review of the proposal to arranging for this report.

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CHAPTER I

INTRODUCTION

This report is being provided for participants, sponsoring agencies, and others interested in the project. It covers the one year period from the beginning of the project in August, 1981 through July 31, 1982. It reviews the background, related literature, purpose, and scope of the project; describes the status and presents the models developed; and gives recommendations and generalizations based on information from this research and management literature.

The Problem and the Background

Problems With Generic Teacher Evaluations

More effective methods to evaluate the performance of school media specialists are needed. The standard classroom teacher evaluation forms often used (e.g. in Atlanta, Georgia, and Broward County, Florida) have many items that do not generally apply to media specialists. To illustrate this point, here are a few examples from actual copies of media specialist evaluations done on a teacher evaluation form. Each was marked as "Not Applicable" by the principal doing the evaluation: Evaluates pupil progress in fair and conscientious manner; uses classroom time wisely; promotes effective classroom interaction and mutual respect; thorough in preparation of lessons, including written plans; uses problem-solving techniques, effective questioning, and teacher-pupil planning.

Even more important is the fact that the standard teacher evaluation forms do not speak to specialized functions that media specialists *should* be engaged in. This may be the reason that many media specialists feel they are given perfunctory evaluations and some report that their performance is not evaluated at all.*

Problems With Evaluations Devised For Media Specialists

In some districts a step in the right direction has been made by developing evaluation forms specifically for media specialists. Unfortunately, every district-wide media specialist evaluation form that has been examined has three major problems.

Not perceived as valid. First of all, the items they include for rating the principal are generally based on professional standards statements such as *Media Programs: District and School,* published by the American Association of School Librarians and the Association for Educational Ecommunications and Technology in 1975. The underlying assumption is that building level media specialist and their principals will consider items from the standards to be essential. Recent research in Florida on essential competencies (Pfister, 1980), earlier research in Texas on perceptions of ideal roles and functions of school media specialists (Pfister & Alexander, 1976), and other research on media specialist roles and functions (e.g. Anderson, 1970; Cantor, 1975; and Rosenburg, 1977) make it clear that school-based personnel often disagree with professional leaders on what is essential. The essential competency study, for example, found that only 21 of the 62 media specialist competencies drawn from professional standards were considered essential by a stratified random sample of Florida classroom teachers, principals, and building media specialists (Pfister, 1980, p.9). This does not mean that the 41 "rejected" competencies should not be used as evaluation items, but it does indicate that some explanation, discussion, or even selling may be necessary for evaluation items that ask principals to rate roles or functions that are generally perceived as basic, or even as appropriate.

**Information that no evaluations took place was volunteered during general discussions of performance evaluation by four of the nineteen media specialists interviewed during the course of this study.*

Rely heavily on traits. The second major problem is that many of the evaluation forms that have been specifically developed for media specialists consist primarily of a list of key traits. Words such as commitment, creativity, loyalty, and initiative are so ambiguous that they are not easily defined in terms of observable employee job behaviors. Appraisal items need to be defined in behavioral terms so that media specialists and their supervisors have a clear understanding of the scope of the job and of performance expectations.

Evaluations based on traits have another serious problem. The courts have specifically condemned evaluation procedures based on trait scales (James V. Stockham and Valves and Fittings Co., 1978). Title VII of the 1964 Civil Rights Act states that it is against the law to discriminate against a person in all phases of employment on the basis

of race, color, religion, sex, and national origin. Educational institutions were covered by this law with the passage of the Equal Employment Opportunity Act of 1972. The results of performance evaluations can affect an individual's salary and job tenure as well as training and promotion opportunities. Court decisions have, as a consequence, subjected performance evaluations to close investigation so that discrimination might be eliminated. In the case of Brito v. Zia Company (1973), the Zia Company was found to be in violation of Title VII when a disproportionate number of protected group members were laid off on the basis of low performance appraisal scores. The court found that the performance evaluations were based on the best judgments and opinions of supervisors and were not shown to be related to important elements of work behavior in the jobs where the employees were being evaluated. In the case of Wade v. Mississippi Cooperative Extension Service (1974), black employees alleged that the evaluation instrument used to appraise their performance discriminated against them, as a class. In finding the Extension Service guilty, the court noted that what the company defined as an objective appraisal was really based on supervisory evaluations of such traits as leadership, attitude toward people, appearance, loyalty, and resourcefulness. The court viewed these traits as being ambiguous and susceptible to the personal tastes and subjective treatment of the evaluator. In a related case (Albemarle Paper Co. v. Moody, 1975), the court ruled that the procedure the company used to validate its selection tests was unacceptable because the company's performance appraisal system, on which it was based, could not be shown to be job related. The company had not systematically identified the critical requirements of the job and had instead evaluated employees against subjective and vague standards.

All organizations, including educational institutions, should consider Section 430 of the 1978 Civil Service Reform Act (Public Law 95-454) as a model for revising their current performance appraisal systems. This Act deals specifically with the establishment of performance appraisal systems for federal employees, but it appears likely because of the trend shown by the courts, that these requirements will be applied to the private sector in the future. In brief, this Act encourages employee participation in identifying the critical elements of their job and the performance standards for these critical elements. Employees must be fully aware of these critical elements before being evaluated and must be evaluated solely on the extent to which they fulfill these requirements. In addition, appraisals must be conducted and recorded in writing at least once a year and the individual given an opportunity to respond to the decision. Training must also be

provided to any individuals who conduct appraisals.

Many believe a performance appraisal technique called behaviorally anchored rating scales (BARS) to be one of the most useful currently available (Jacobs, Kafry, & Zedeck, 1980; Schneier & Beatty, 1979 a,b,c). Because these rating scales are behaviorally oriented, they are used to evaluate what people actually do on their job, not their overall effectiveness or their personal characteristics. While there are many variations to the BARS process (Smith & Kendall, 1963; Bernardin & Smith, 1981), all the techniques have some basic similarities. BARS are typically developed by raters and ratees working together to decide upon the job dimensions which should be evaluated. Raters and ratees also work together to develop behavioral anchors for each job dimension. The methodology used in the construction of BARS, including participation by raters and ratees in determining the important job dimensions and performance standards, makes it a potentially useful appraisal method for complying with equal employment opportunity legislation and the Civil Service Reform Act of 1978.

Vague or non-existent objectives. The third major problem with the media specialist evaluation forms we have examined is that they do not require that goals, objectives, and ways to meet those objectives be spelled out and agreed upon by the principal and the media specialist. This process, which is so important for reducing role ambiguity and improving motivation and performance (Stead & Scamell, 1980; Carroll & Tosi, 1973; Van Sell, Brief, & Schuler, 1981) is widely recommended in management literature (Meyer, Kay, & French, 1965; Ivancevich, 1974; Latham & Yukl, 1975). This method of goal setting, known as management by objectives (MBO), is described by McConkie (1979) in his review of the literature as:

> A managerial process whereby organizational purposes are diagnosed and met by joining superiors and subordinates in pursuit of mutually agreed upon goals and objectives which are specific, measurable, time bounded, and joined to an action plan; progress and goal attainment are measured and monitored in appraisal sessions which center on mutually determined objective standards of performance (p. 29).

Research on management by objectives has indicated that this approach can improve performance and satisfaction in a number of ways (Latham & Yukl, 1975; Kolb & Boyatzis, 1971). When employees are involved in setting goals their understanding of what is required on the job increases (McKonkie, 1979). This involvement in

the goal setting process can also lead to the setting of the higher goals than is the case where the supervisor sets them unilaterally (Latham, Mitchell, & Dossett, 1978). In addition, when supervisors and employees together analyze problems and decide on acceptable courses of action, team building is fostered (Hinrichs, 1978). Other authors have determined that the mutual discussion of problems that may be hampering a subordinate's job performance and working toward solutions has an immediate and positive effect on productivity (Maier, 1958). In addition, Burke, Weitzel, and Weir (1978) found a positive correlation between improved performance and the amount of thought and preparation spent by employees analyzing their job responsibilities, the problems encountered on their job, and the quality of their work. The employees who took this time were those who perceived that organizational rewards were contingent on the results of their performance.

As early as 1972, the National Association of Secondary School Principals endorsed management by objectives for evaluating principals and other school personnel (Greene, 1972). In this publication, entitled *Administrative Appraisal: A Step to Improved Leadership,* Greene points out that MBO is generally useful: "This approach, if handled intelligently and positively, has a way of becoming an all-pervasive force in an organization. Administrators at different levels of responsibility who begin to operate in an appraisal system characterized by management by objectives develop patterns of mutuality, which in turn establish better communication, smoother lines of organization, and common agreement. Participation or involvement is an essential ingredient in this method" (Greene, p. 9).

Developmental appraisal for librarians has been advocated for many years. An excellent early essay on the topic is DeProspo's 1971 *Library Trends* article entitled "Personnel Evaluation as an Impetus to Growth." And the advocacy of developmental appraisal continues. Hilton, in the November, 1978 *Special Libraries,* concluded, after reviewing the performance appraisal literature: "There is growing agreement that performance appraisal...should concentrate on job objectives. These should be agreed on by supervisor and employee, being continually reviewed and reset as necessary" (p. 433). The implications of these general statements for school media specialists are brought into focus by M. Donald Thomas, Salt Lake City, Utah, Superintendent of Schools. In his 1979 Phi Delta Kappa publication entitled *Performance Evaluation of Educational Personnel,* Thomas stated that:

Today performance evaluation of educational personnel is

> receiving attention from school districts, legislative bodies, and the education profession in general...A common theme is that quality education is dependent on quality performance of educators. Further, current performance evaluation programs are based on *performance standards* rather than traits, skills, product analysis, awards, or contributions...Performance evaluation based on performance standards may be described as an MBO (management by objectives) system (p. 15).

Thus we see that the literature shows broad agreement among writers in management, librarianship, and education on the need for an effective performance appraisal system that has been tailor-made to the requirements of a specific job. Such an appraisal system would increase employee productivity and satisfaction, would be useful for both developmental and comparative purposes, and would satisfy legal requirements. Nevertheless, little has been done thus far to use existing research findings and modify them in a practical way to develop an appraisal system for school media specialists.

Purpose and Scope of the Project

The problem of providing more effective performance appraisals for school media specialists was addressed by seeking answers to two basic questions:

(1) What performance items and evidences of performance are appropriate for evaluating media specialists in schools of different levels and different sizes?

(2) What procedures should be followed to successfully involve media specialists, principals, and district level personnel in the evaluation process?

To get the answers the following project was carried out. During 1981-82 district administrators, principals, and media specialists in fourteen schools in four Florida counties* cooperated with these investigators in a project to develop, try out, and revise several sets of empirically based job duty statements and associated performance measures for evaluating building level media specialists. Research data from Pfister's 1980 study of essential competencies for building level media specialists was used as background for developing the sets of performance evaluation items. Reaction to the project from media specialists outside of Florida was obtained from media specialists in the Traverse City, Michigan School District and from presentations at professional meetings in Athens, Georgia and Philadelphia.

The evaluation instruments and especially the process used to develop and administer them are being proposed as preliminary models to respond to the need expressed by administrators and media specialists for better planning and evaluation procedures. It is important to note here that we are using the word model in the sense of the seventh definition given in *Webster's New Collegiate Dictionary*, i.e. "a pattern of something to be made...a carefully worked out plan or design." *Webster's New Collegiate Dictionary* also advises that "Model may or may not carry a further implication of a person or thing eminently worthy of imitation." We believe that what we are presenting here will be valuable as a pattern for district administrators, principals, and media specialists who want to improve the media center's contribution to teaching and learning in their schools.

**The names of the Florida participants, schools, and school systems are not used in this report to preserve anonymity.*

CHAPTER II

PROCEDURE FOLLOWED

Support for the Project

The first step taken to develop these examples of more adequate performance appraisal instruments and a more appropriate way to administer them was to seek backing for the project. Support was requested and received from the following sources:

(1) The Florida Educational Research and Developmental Council, Inc. (FERDC) sent a formal proposal to a number of referees in Florida. Based on the recommendations of these referees, FERDC awarded funds for travel and clerical work to carry out the field study described later in this chapter.

(2) Three school districts in Florida agreed to help develop the models at the beginning of the project. At later stages one additional Florida school and the Traverse City, Michigan School District also agreed to cooperate in the project. Information on cooperating Florida School districts and schools can be obtained from the authors.

(3) The Florida Association for Media in Education (FAME) supported the project as one facet of the work of the FAME Committee on Evaluation of Media Programs, on the assumption that evaluation of media center personnel was an integral part of program evaluation. Since FAME is the major professional association for Florida media specialist, official backing from this organization was very helpful when school districts were asked to participate in the project.

(4) The University of South Florida College of Education responded favorably to a formal proposal for a part-of-load Faculty Research Assignment for this project.

(5) Dr. Joyce Vincelette, Assistant Professor, USF College of Business, supported and encouraged the project from its early stages. As the work progressed she participated in some facets of the project and agreed to co-author the final report.

Procedure in the School Districts

The accepted procedure for obtaining consent for participation in the project from appropriate school officials was followed in each district. Beyond that the procedures varied and will be discussed separately for each district. A chronological sequence is used in this section, beginning with the first county to work with the project, and ending with Traverse City, Michigan, the final district to become involved.

County A. Work on a system-wide revision of the performance appraisal for media specialists has been in progress here since the 1980-81 school year. At that time a committee of media specialists was appointed the district media supervisor, and instructed to draft a new performance appraisal instrument for the county. That committee used data from *Identification of Specialization Competencies for Florida School Library Media Specialists* (Pfister, 1980) to develop a set of 22 performance statements for a media specialist appraisal instrument. The committee also developed one or more evaluation criteria for each performance statement. The complete April, 1982 draft of the appraisal form appears in the Appendix.

The process followed by the committee was important in at least two ways. First of all, they were working from an information base that was perceived as a valid statement of what was considered essential for school media specialists. Furthermore, they were not attempting to refine or revise an existing performance evaluation instrument—they were starting "from scratch." Thus, even though this probably took more time than some other approaches would have, the resulting set of performance statements was generally thought as "theirs" rather than someone else's.

The proposed appraisal instrument was introduced to and discussed with principals and media specialists in the county in general meetings and through correspondence during the 1980-81 school year. Some changes were made during this time and more were made when the appraisal instrument and the process for using it were introduced in the schools. This took place during the spring of 1980 and the fall of 1981, when a conference was held in each school in the county between the school principal, the media specialist(s), and the district media supervisor. These initial conferences had several purposes. One was to review the appraisal instrument to check for understanding and agreement on the items included. Another was to discuss the current status of that media center with respect to each item— "How have we been doing in this area?"—and to talk about what would be needed to improve any weak areas. A final purpose

was to have the principal and the media specialist(s) identify a few of the performance areas (typically two to four) as high priority objectives for the 1981-82 school year. It was understood in each school that the items on the proposed appraisal instrument, and particularly those identified as high priority objectives, would be the subject of one or more additional conferences later in the school year. The five project schools in County A have gone through the process outlined above, with Dr. Pfister participating in the conferences. The initial conferences in these schools took place in the fall of 1982. The results of the follow-up conferences are discussed and reported in Chapter IV.

County B. The county is small, with fewer than ten schools and ten media specialists altogether. Thus it was possible for all the media specialists to meet together to work out their adaptation of the media specialist performance appraisal developed earlier in County A. This stage of the project in County B has implications for the potential introduction of the models presented here into other school systems. The work done earlier was not simply adopted without question. Each performance area was discussed and accepted, modified, or rejected. The evidence suggested for each area was treated similarly. Even though most of the County A performance appraisal items and the evidence suggested were accepted in County B without substantive changes, the *discussion* of whether each was appropriate for them often led to a more unified understanding than before. In addition, of course, there were certain performance areas (such as doing their own cataloging) that needed to be added for County B because the model they worked from did not include them.

After the media specialists had reached agreement each met in a joint conference with the school principal and Dr. Pfister to discuss the proposed appraisal instrument, agree on terminology and a few high priority objectives, and consider additional sources of evidence for each performance area. Each media specialist has had subsequent discussions with the school principal, and several revisions were incorporated as a result of these discussions. The latest version of the model developed in County B is shown in the Appendix.

County C. The cooperation of the principals and media specialists in one elementary, one middle, and one high school in this district was obtained by the district level media supervisors. The base document for the discussions held in each of the schools was a media specialist performance appraisal instrument being proposed for district-wide adoption in the county. It was first reviewed by each participating media specialist and by the district media supervisors and compared

from *Identification of Specialization Competencies* (Pfister, 1980). Then three meetings of the media specialist(s), the principal, the district media supervisors, and Dr. Pfister were held in each project school to discuss the proposed evaluation areas, the sources of evidence for each area, and high priority objectives for the media center. Each of the three schools has, as a result, developed an independent model. These models illustrate how differing conditions such as grade level can generate different evaluation items. The three models developed in County C are shown in the Appendix.

County D. The principal and media specialist at one vocational-technical school in County D agreed to become a part of the project because they believe media specialists in vocational-technical schools are unique and need a better performance appraisal instrument. This view is also held by the Florida Vocational Library/Media Association, which has given support to the development during the 1982-83 school year of a state-wide model for appraisal of media specialists in vocational-technical schools. To date, two meetings have been held at the vocational-technical school with the media specialist, the principal, and Dr. Pfister to discuss the project. The County B adaptation of County A's appraisal form was used as a point of departure in these discussions. A separate evaluation model for vocational-technical school media specialists is yet to be developed.

Reaction From Outside Florida

One problem with in-depth field research such as this project is that practical considerations relative to cost and time often limit the geographic universe, and hence the generalizations one can legitimately draw from the results. An effort has been made to determine whether the problem of inappropriate performance appraisal of media specialists extends beyond Florida. The media supervisor and the secondary school media specialists in Traverse City, Michigan agreed to read an interim report of this study and react to it in the context of their experience in Michigan. The report was made available to them in April, and tape recorded interviews were conducted in Traverse City on May 7, 1982 by Dr. Pfister. The results are discussed in the final chapter of this report along with other evidence of the pervasiveness of the performance appraisal problem in librarianship.

CHAPTER III

DISCUSSION OF THE MODELS

County A

County A has about 25 schools in the district with a total full-time certified staff of about 1200 *(Florida Education Directory, 1981-82)*. Work on a system wide revision of their performance appraisal instrument for media specialists has been in progress since the 1980-81 school year. The April, 1982 draft of the model developed by the County A School Media Specialist Job Description Committee is shown in the Appendix. It has 22 job activity/performance statements and their associated statements of sample evidence similar to the example given in Figure 1.

FIGURE 1

AN EXCERPT FROM THE APRIL, 1982 DRAFT OF THE COUNTY A PERFORMANCE APPRAISAL INSTRUMENT FOR MEDIA SPECIALISTS

Job Activity/Performance	Sample Evidence	Rating*
1. Provides guidance to students and school staff in the use of library media materials, equipment and services designed to assist in meeting school instructional objectives.	a. Established MEDIA COMMITTEE of teachers, students and parents. b. Meets with FACULTY GROUPS AT EAST MONTHLY (grade level teachers, depts.) c. Orients new staff to use of ALL EQUIPMENT, all teachers to new equipment. d. Publishes LIST OF SERVICES available through the school Media Center. e. Ensures that all STUDENTS CAN PROPERLY USE all appropriate equipment.	1 2 3
Comments:		

*(1 = Not Effective; 2 = Needs Improvement; 3 = Effective)

The starting point for the County A Committee was the list of competencies required of school media specialists identified by Pfister in his 1980 study, *Identification of Specialization Competencies for Florida School Media Specialists*. These competencies were discussed by the media specialists, media supervisor, and principals in a number of meetings. As a result of these discussions, the participants gained a better understanding of the media specialist's job. During these discussions, the original list of competencies was modified and the resulting 22 statements in the final draft (Appendix) were agreed upon as being the critical performance dimensions for media specialists in County A. The terminology used in these 22 performance dimensions was also agreed upon as was the sample evidence that was developed.

Positive Aspects

Because all 22 of the County A job activity/performance statements were developed locally, all participants have had an opportunity to understand the meaning and requirements in each of these areas. As can be seen in the Appendix, a space for comments is provided after each job activity/performance statement. This encourages the evaluator to provide specific examples of the media specialist's behavior in each of these essential areas.

The sample evidence provided in the County A model is designed to provide information to the evaluator on what to look for to determine if a media specialist is adequately performing a particular job activity. Rather than leave the meaning of the statement up to the evaluator, the evidence provides explanatory information about what behaviors that activity entails. In addition, the statements of sample evidence provide guidance to the media specialist on what must be done to effectively perform each aspect of the job.

The 22 job activities listed on this model appraisal instrument represent the full scope of the media specialist's job in County A. In the discussion sessions that took place prior to the development of this model, the participants recognized that it would be difficult for the media specialists to direct their energy in 22 directions each year. It was also recognized that circumstances such as budgeting and staffing problems, lack of space, the redistribution of grades, etc., would affect each school differently in a particular year and that definite priority items for the year needed to be developed for each media program. As a result, on a periodic basis, media specialists and principals discuss high priority items and their time frame for accomplishment. This allows each media specialist to focus his/her

energy on accomplishing certain high priority items, keeping in mind that the basic day-to-day activities still must take place. These goal setting sessions encourage communication between principals and media specialists. Methods of goal accomplishment can be discussed as well as potential problems and their possible solutions.

A further strength is that the job activity/performance statements developed by the County A committee are essential behaviors that media specialists must exhibit. Their list of 22 job activities include only statements of what media specialists must do on the job. None of their items mention desirable traits. This is congruent with recent positions taken by the courts that trait evaluations of performance are undesirable. The latest County A instrument would also comply with certain provisions of the Civil Service Reform Act of 1978. The media specialists participated in identifying the critical elements of their job. In addition, at such time as this model becomes the formal appraisal instrument, media specialists will be evaluated at least once a year on the extent to which they fulfill these critical requirements. The one provision of the Civil Service Reform Act that would not be met is that of tying rewards directly to performance as evaluated on this appraisal instrument. This cannot be done because these media specialists are on a salary scale of step increases without merit pay.

Suggestions for Improvement

As it now stands, the model instrument developed by County A is an extremely useful evaluation tool. The comments provided are designed as suggestions for improvement and not as criticisms.

Reading down a list of 22 job activities can be a tedious task. One suggestion that might facilitate the reading and understanding of each job activity would be to use a short title at the beginning of each activity statement. For example, the first job activity (Figure 1) involves guidance. A title, such as *Provides Guidance*, might be used at the beginning of this activity statement.

Some of the sample evidence statements provided for the job activities could create difficulties. For example, the first item of sample evidence provided for the first job activity (Figure 1) is "Establishes MEDIA COMMITTEE of teachers, students and parents." A question that could develop is "How would the media specialist be evaluated if a media committee is established but is never used?" The second item of sample evidence "Meets with FACULTY GROUPS AT LEAST MONTHLY" (Figure 1) provides another example. The question could emerge of how the media specialist would be evaluated if he/she

did meet with the faculty groups monthly but was not prepared and accomplished nothing. Another possible problem with the statements of sample evidence provided is the question of whether the media specialist needs to perform all the examples of sample evidence for an activity to be performed effectively. In the case of the job activity provided in Figure 1, would the media specialist have to perform all five items of sample evidence or would the performance of four of these items be considered effective performance? No information is provided to the evaluator or to the media specialist on how these possible occurrences would be handled. If the media specialist and the principal discuss and clarify their expectations during the goal setting sessions, the potential for a problem in this area is reduced greatly.

County A has chosen to use a three point scale (Figure 1) to keep their evaluation instrument for media specialists consistent with the form used for other employees in the school system. A principal may rate a media specialist as "Effective" on the scale but there still may be room for improvement. This developmental information is not available because of the limited spaces and information provided on the form. Again, this problem would be lessened if the media specialist and principal discussed these suggestions for improvement during the periodic feedback sessions and if the comments section of the form were used. More developmental information could be provided by using a behaviorally anchored rating scale. For each job activity, the points on the scale would be anchored with actual examples of what would be considered effective, needs improvement and not effective behaviors. This type of rating scale can reduce ambiguity and can clarify for both the media specialist and the principal what behaviors are expected and how different levels of performance will be evaluated.

County B

County B is a small county with fewer than ten schools in the system and a full-time certified staff of about 200 *(Florida Education Directory*, 1981-82). All the media specialists in this county worked together to develop a performance instrument. Their starting point was an earlier draft of the County A model. These media specialists worked with the County A model and adapted the job activities and their associated evidence to the specific needs of their county. Their final document consists of 23 performance statements and the associated sample evidence (Appendix). It is similar to the County A Model, and, as in that County, the process that was gone through in its development has led to a more unified understanding by the media specialists and principals of the scope of the job. After agreement by

the committee of media specialist on the preliminary document each media specialist met with the principal to discuss the proposed instrument, agree on terminology and a few high priority objectives, and consider additional sources of evidence. These meetings have facilitated communication and an understanding of the job.

The final instrument developed in County B is provided in the Appendix. An excerpt to illustrate their work is given in Figure 2.

FIGURE 2

AN EXCERPT FROM THE PERFORMANCE APPRAISAL INSTRUMENT DEVELOPED BY COUNTY B

	Performance	Evidence	Degree of Implementation
1.	Develop goals and functions of the library media programs with school administration and faculty which support the county school district's educational objectives.	1. Timeline or plan showing goals statement.	Not 1 2 3 4 5 Fully

The final document developed by County B is similar to the County A model and has many of the same positive aspects and suggestions for improvement.

Positive Aspects

The final 23 performance statements and statements of sample evidence were agreed upon by all the media specialists in County B. The media specialists then discussed these performance statements with their principals. These discussions have led to a better understanding by all participants on the content of the job. The sample evidence provides guidance to both the media specialists and the principals on behaviors that must be exhibited for performance to be effective. In addition, mutual goal setting between media specialists and principals was encouraged. These goal setting sessions enabled the participants to discuss high priority objectives for the school year and facilitated communication and mutual problem solving.

Suggestions for Improvement

On the County B instrument, only one item of sample evidence is listed for each performance statement (Appendix). This item of sample evidence does not really provide guidance to the evaluator as to *how* to evaluate the behaviors they observe. Nor does it provide specific examples of expectations to the media specialist. To give an example, performance statement 1 (Figure 2) involves goal setting. The suggested evidence for this statement is a "Timeline or plan showing goals statement." The question that arises is how a media specialist would be evaluated if they had a plan showing their goals but they made no attempt to accomplish them. To provide another example, performance statement 9 (Appendix) involves maintaining effective working relationships and attending meetings. The sample evidence for this performance statement is "Attendance at inservice meetings." Would a media specialist who attended inservice meetings and slept through them or attended but was uncooperative be performing effectively? The evidence statements provide no guidance in these situations.

County B has chosen to use a five point scale (Figure 2). This would allow the evaluator to make finer distinctions in performance than would be possible on County A's three point scale. But this form, like the County A model, does not make it clear how a particular behavior would be evaluated. What must a specialist do in each performance area to be evaluated a 4 instead of a 3? Because of this lack of explanatory information, rating errors are likely to occur. The degree

of effectiveness of a particular behavior is left up to the interpretation of the evaluator.

The County B evaluation instrument has no space for comments either after each performance statement or at the end of the form. This is easier and quicker for the evaluator because they do not have to take the time to recall and record specific examples of the media specialist's behavior. The weakness is that specific examples of behavior and suggestions for improvement are not recorded for the media specialist.

As was stated previously, the key to the effectiveness of any performance appraisal instrument is the communication that takes place between the participants. The evidence statements provided in the County B model are somewhat ambiguous and no specific behavioral examples are provided to anchor the rating scale and provide guidance to the principal and the media specialist. But, if these performance statements are discussed and expectations clarified in the goal sessions the problems are substantially lessened.

County C

County C has about 40 schools in the district with a total full-time certified staff of about 2000 (*Florida Education Directory*, 1981-82). In County C cooperation in one elementary school, one middle school, and one high school was obtained by the district level media supervisors. Separate meetings were held in each school with the media specialist(s), the two district media supervisors, the school principal, and Dr. Pfister to discuss the proposed evaluation areas, the sources of evidence for each area, and the high priority objectives for the media center in each school. Each school developed an independent model, although they are all similar in format. These models illustrate how differing conditions such as grade level generate different evaluation items. The complete set of models developed by County C is given in the Appendix, excerpts to illustrate their work are given in Figure 3 and Figure 4.

FIGURE 3

AN EXCERPT FROM THE PERFORMANCE APPRAISAL INSTRUMENT DEVELOPED BY ONE HIGH SCHOOL IN COUNTY C

Performance	Evidence
A. Professional Effectiveness:	
1. Maintain a complete and accurate (a) card catalog of available media. (b) inventory record of media. (c) inventory record of equipment.	Check selected media or equipment items against appropriate record.

Comments:

FIGURE 4

AN EXCERPT FROM THE PERFORMANCE APPRAISAL INSTRUMENT DEVELOPED BY ONE MIDDLE SCHOOL IN COUNTY C

Code: ___X___ indicates some form of documentation is availabel to verify this portion of the assessment form is available and/or it has been accomplished.

_____ indicates no documentation and/or it needs to be accomplished.

1. Usage and Utilization of Media Center:

   A. Provides opportunities for students and staff to use the Media Center:

   ____before school ___ during lunch ___ after school.

   This can be documented by:

   ____ hours of Media Center are posted.
   ____duty schedule for Media Specialist available.
   ____ direct observation by the evaluator.

Comments:

In appearance, the performance appraisal instruments developed by County C are quite different from those developed in Counties A and B. A combined discussion of the performance appraisal instruments developed by the high school and the elementary school will be presented because of their similarities. Because of its unique characteristics, the performance appraisal instrument developed by the middle school will be discussed separately.

Positive Aspects

High School and Elementary School. Both schools chose to divide their performance appraisal instrument into two broad categories, "Professional Effectiveness" and "Personal and Professional Responsibilities." On both forms a number of subcategories are listed under these two broad headings. The choice of subcategories differs because of the differences in the grade levels. As in Counties A and B, performance statements as well as sample evidence are provided (see Appendix). This sample evidence is designed to provide guidance to the evaluator on what to look for to determine if the media specialist is performing effectively.

On both the high school and elementary school instruments there are no numbers for the rater to check off or circle when evaluating the media specialist's performance on each job activity. The rater must provide specific written comments about the media specialist's performance in each area. This technique is useful for development purposes because it provides the ratee with specific information about his/her performance as a reference point for improvement.

On the elementary school form, an introductory paragraph is provided which encourages communication and discussion between the evaluator and evaluatee prior to the evaluation period and stresses that objectives and methods to achieve these objectives should be agreed upon. This reinforces the developmental philosophy behind the evaluation instrument and encourages its conscientious use.

Middle School. As can be seen in the Appendix, the evaluation instrument developed by this school has some unique characteristics. At the beginning of the instrument is a statement of the philosophy of the Media Center as agreed upon by the principal and the media specialists. The performance items chosen for this evaluation instrument support this philosophy. This school has also developed a unique coding system which can be seen in Figure 4. Using this system, the evaluator must note whether or not documentation is

available to support the occurrence of a particular behavior. This technique increases the objectivity of the evaluation because it encourages the evaluator to record observable behavior. Very specific instructions are provided to the evaluator on completing the instrument. In addition, a comments section is provided for each performance statement so that specific examples can be elaborated upon. One should note that the wording of the performance statements in this model is very specific and allows little room for ambiguity.

Suggestions for Improvement

High School and Elementary School. Possible problems may arise because some of the performance statements and the statements of sample evidence use ambiguous wording (Appendix). This could present problems in interpretation for the media specialist and the evaluator. The High School Model provides an example of this problem. The second performance statement under the Professional Effectiveness category is worded "Provides an atmosphere conducive to individual inquiry, research, study, and relaxation" (Appendix). But no information on how one will know when the right type of atmosphere exists is provided. The type of atmosphere that would be appropriate might vary depending upon individual preferences. If these and similar statements were clarified it would provide for more objective evaluations.

Other problems with the sample evidence statements are similar to those encountered in Counties A and B. Sample evidence is provided on what to look for to see if a particular job activity is being performed but no guidance is provided on how variations in that activity should be evaluated.

One last consideration should be mentioned. An evaluation form requiring written comments on the performance of the media specialist is very useful for developmental purposes. It would be difficult to use the results of this evaluation to compare media specialists, however, because no numbers are used on the form.

Middle School. Like the other models developed in County C, this school has developed an evaluation instrument that is very useful for providing feedback and developing employees. Because a numerical scale is not used, the results of this evaluation would not be useful for comparative purposes.

CHAPTER IV

THE INTERVIEWS

During April of 1982, interviews were conducted in each of the 14 participating schools to get response to the following questions:

1. What is your overall reaction to this type of evaluation procedure, especially with respect to planning and priority setting?

2. What were the high priority objectives that were established for this media program last fall? What has happened in those areas?

3. What is your reaction to developing this preliminary model into the formal performance appraisal for media specialists in this district?

4. Do you have any suggestions about things to keep in mind when introducing this idea for personnel appraisal into a school district?

A final open-ended question was used to close the interviews—"Is there anything else anyone would like to say about this?" The interviews were tape recorded, with transcripts provided to all participants for their information and potential editing prior to possible inclusion in this report. In only one instance was there any substantial amount of revision done on the transcript. This chapter will discuss each question asked, with a summary of the responses and some quotes from the interviews.

Question 1. What is your overall reaction?

In each school the building level media specialists and principals expressed opinions that were basically congruent. Therefore, for simplicity in discussions, the 14 schools involved in the project will be used as the total among which the various responses will be divided. Thus, for the first question, respondents in 1 school were negative, in 3 schools they gave a qualified "yes," and in 10 schools they gave positive responser without qualifications.

Negative Response

In one school the attempt to provide the principal with a better understanding of the media specialist's job, establish better communication, and develop a unified approach to planning and goal setting for the media center was not perceived as successful. Nor did it seem likely to the interviewer that the situation would change much unless the personnel did.

Positive, but Qualified

The three responses in this category provide insights into aspects of developing or introducing improved personnel appraisals that need attention. One consideration is that if a new idea is not perceived as being useful in the near future, it will not be taken seriously. As one principal put it "...not really knowing how far this project was going to go, whether it would be completed, whether it would be adopted locally, what its possibilities would be, I didn't frankly put that much time in on it..."

Another principal agreed that the process being explored was useful, but that it would require maintenance, updating, and attention, especially when personnel changes occur. The final instance of "qualified yes" was from a media specialist who felt that another element should be added to the existing structure of the proposed model. She believed that "...in some places, and maybe even here, it would be better if we had a third category which indicated the conditions that the media specialist should expect—whether it's budget or whatever. If you want me to achieve these goals then give me this! We need a third category...That's not in this document, and I think it ought to be if it becomes a final evaluative type of document. If you want me to have a computer then see that I have the money to do it."

Positive Responses Without Qualification

Responses in this group were generally straightforward and gave participant perceptions of the advantages of using the models.

Media specialist reactions to this type of evaluation procedure is indicated by comments such as:

> "I think it's a good form. In the past, we were evaluated like a teacher, and you're not doing any of those things that the teachers are doing in the classroom. But here, with this type of

form, you can feel like the principal is more justified in evaluating you because he is evaluating you in the area that you were certified in" and "I think this, from the administrative viewpoint **and** our viewpoint, is very fair, very good. It's very easy to understand what it's all about."

The potential of the model appraisal process to improve communication is pointed out in the following exchange:

MEDIA SPECIALIST: "I feel good about what we are doing. I'm glad that we have gotten to sit down and talk about it because the principal and I have had a chance, which we haven't done as often as we'd like to."

PRINCIPAL: "But we have sat down and--"

MEDIA SPECIALIST: "This year we have made a point, though, of kind of sitting down occasionally or of at least meeting each other in the hallway or talking about things at lunch hour."

The foregoing interview segment illustrates a point that was made in several of the interviews—the principal has gone along, sometimes for years, thinking that the communication between principal and media specialist was much better than it actually was before a formal effort was made to work together during the model performance appraisal project.

Question 2. What were your high priority objectives?

This question was asked in order to bring the discussion into specific areas relevant to the local schools. Media specialists and principals in each project school had identified high priority objectives in the fall. In April, at the time of the final interviews, every school but one had made some progress on these objectives, and some had done remarkably well. Since it is not basic to the purposes of this report, no summary of the various high priority objectives will be presented. An example of the process involved, as revealed in one interview, will be given. We believe the interview segment illustrates very well the kind of supervisor-subordinate teamwork that can result when a developmental appraisal system is used in an atmosphere of mutual respect.

INTERVIEWER: "What were your high priority objectives for this past year? You mentioned evaluation of the media program—what else?"

MEDIA SPECIALIST: "Number one on the list was developing goals, and number two was developing policies and procedures."

INTERVIEWER: "Did you make any progress?"

MEDIA SPECIALIST: "We, the principal and I, got a committee of teachers together. The two grade level chairmen were in on it, and they each chose a person from their grade, and one of the curriculum specialist...There were six of us. Together we figured out a form for an evaluation of the media program by the faculty. I had developed some goals several years ago, and they liked the sound of them, so we are going to use those. As for policies, we wrote down the things that have always been done here but were never written down. Here's a copy of the evaluation form we drew up and gave to the teachers. And they really gave some good suggestions."

INTERVIEWER: "Now, if you feel like you've made some good progress on these three objectives, are you going to try to go through the same kind of cycle next year? That is, to look at what you're in on some specific things?"

MEDIA SPECIALIST: "I thought on the results from the evaluation form, that I just compiled this morning, I would make a report to the teachers and show them the results. I can see that they saw the problem areas in the library. I could see them too, but sometimes money is the problem or there are other situations you can't control, but it was a fairly good evaluation, I thought. I can get some ideas from it."

INTERVIEWER: "So you are planning to get some of your objectives for next year from the evaluation you did?"

MEDIA SPECIALIST: "Yes. It's simple, I know, but it seemed to work."

PRINCIPAL: "I suggested to the media specialist that she take this compilation and make some copies to go back to teachers to give them feedback. Then they won't say, 'well we turned in something and whatever happened to it?' At the same time she does that, the media specialist can also make comments like 'this is something for me to work on,' or 'I didn't realize this was so important and I will try to improve it,' and so forth. Some wording about what you are going to do."

The discussions during the interviews were, for the most part, frank

and open. They give ample support, in our view, to the contention that this type of evaluation process is far superior to the generally used checklists and the like. Now we will consider the third interview question.

Question 3. What is your reaction to using the model as the formal personnel appraisal instrument?

Negative or qualified reaction. One principal objected to use of the proposed model because he felt that if media specialist got their own performance appraisal instrument then other school personnel, such as guidance counselors, would also want to have a special appraisal instrument. Several other principals alluded to the extra work it would mean for them if a change were made.

In two instances the approval was qualified. A principal questioned the fairness to media specialists if they were made so much more accountable through their evaluations than classroom teachers were. A media specialist raised the question of whether the union contract would *permit* a special evaluation form solely for media specialists, since they work under teacher contracts.

Otherwise, however, reaction to the idea of substituting a job specific, developmental performance appraisal for the current system was approval, and in several cases, enthusiastic approval. Here is an example from the interview transcripts.

INTERVIEWER: "What's your reaction to having the formal evaluation for media specialist in your County based on this approach? Up until now you've used the teacher form, and they're in the process of changing that at the district level..."

PRINCIPAL: "Whatever is necessary. Administrators have a different form. If media specialists are viewed as a 'different animal,' then I have no problem with a special evaluation instrument just for them. The question, though, that comes up, and this is something we've discussed, is: 'Does someone of this media specialist's calibre and time in the district need to be evaluated yearly?"

MEDIA SPECIALIST: "Oh yes, I think so. This is what's the matter with some of us now. We've been evaluated in a way that each year somebody says, 'You're doing a good job,' but what does that say? That doesn't give the principal a chance to say, 'I wish you would do this or I wish we had that."

Question 4. What should one keep in mind when introducing models into a school district?

Responses to this question included some interesting observations on how to introduce change. One point that was made several times was the need for involvement of and communication with those who would be affected by the change. Other issues that were addressed included the need for realistic expectations with respect to individual performance items and the need to be politic when initiating the models. Excerpts from the interviews will illustrate these points.

Need for Involvement and Communication

The stress on district-wide involvement is illustrated by one interview in County C.

INTERVIEWER: "Is there anything one ought to keep in mind when introducing this idea into a district—here or elsewhere? Several other counties are interested and it hasn't been introduced to most people in this school district. What are your ideas for introducing it here?"

DISTRICT MEDIA SUPERVISOR: "Well, first of all I would like to make copies of all of these different plans that have been developed. Then I would like to bring it up at the meeting we have with our county media specialist group and have them look it over very carefully. I would like to have more than one meeting—we have four meetings a year—and call them in for their comments. From there, if we get a consensus, we can go to the county and meet with those people to decide, or help them decide what to do."

INTERVIEWER: "How are you going to communicate this to the principals?"

DISTRICT MEDIA SUPERVISOR: "That could be put on the agenda for principals' meetings. We could also involve the principals from the three project schools. They could speak to this. First of all, our own media specialists need to accept this, because they haven't worked on it. And a lot of times people don't want to accept something that they haven't been a part of, so we have to give it to them in a nice way and in a way that involves them now, after the initial part has been done."

Need for Realistic Expectations

This problem was expressed in several interviews, and one interview segment will be presented as an illustration. Anyone who has worked

with establishing standards, job duty lists, or the like knows that there is a tendency to keep adding more items without considering the practical constraints involved.

INTERVIEWER: "A couple of school media supervisors are thinking about having me work with them to introduce this model into their district. To try to do something analogous to what's been done in this County. The question, then, is not just a hypothetical one. Do you have any ideas for considerations to keep in mind when attempting to introduce this in another school district. Thinking back over the whole process as it has taken place, do you have any suggestions about things that ought to be done, or maybe things you would do differently if it were being started over again?"

MEDIA SPECIALIST: "Well, comments have been made on that. They are saying, 'Don't get it so all encompassing—don't expect so darn much that it's an inhuman task. You've got to remember that the media person's job is diverse, but they can't do everything.' That was the big objection to the latest version of the evaluation instrument. We had quite a lot of feedback."

INTERVIEWER: "You mean too many items?"

MEDIA SPECIALIST: "Well, not exactly—let me see if I can remember the one that was so broad that it was almost ridiculous. It was something about answering reference questions, and you would practically exhaust the entire field of knowledge, and that was ridiculous, because no media specialist could possibly be expected to do all that. The evidence was almost impossible to measure, let alone to expect."

INTERVIEWER: "Yes, that's probably a good point. One has a tendency to keep adding things on when you start something like this, and we need to resist that."

MEDIA SPECIALIST: "That item was not appropriate. In the first place, there was no way to verify the evidence, and any principal looking at it on an evaluation form would wonder: 'My goodness! Is my media specialist doing what she should be doing? Is she exhausting the whole field of knowledge to answer reference questions?' "

Need to be Politic

What is the proper timing? Who should sponsor the proposed change in evaluation process? How does one convey the idea that the change

will be beneficial? These are important questions, with answers that would necessarily vary from district to district. Two examples from the interviews will illustrate how some of these factors were considered.

INTERVIEWER: "Let me ask the fourth question: Your ideas to keep in mind if one were attempting to introduce this into another school district. Or here in this County for that matter."

MEDIA SPECIALIST: "Well, here in this County right now, it would be a good idea to take into consideration that the school board is working on evaluations, and this would be a good time to approach them."

INTERVIEWER: "Who would do that, the district media supervisor?"

MEDIA SPECIALIST: "Yes. This would be a good time, because it is very well out in front of people right now."

Another example of a political consideration comes from County A.

INTERVIEWER: "Now the last question— your ideas about considerations to keep in mind if one were to attempt to introduce this type of procedure into another school district besides your own."

MEDIA SPECIALIST: "I think one thing in our favor here is that the County media supervisor talked to some of us that he felt would be favorable and would like the idea. He didn't just throw it out to the whole group at once. I think he knew which of us felt strongly about doing a good job and felt that an evaluation should be improved. People secure enough to look at something like this without feeling intimidated at all about it and not feel threatened. I don't feel threatened about my evaluation. If the principal marked me way down on something that was unsatisfactory, the only thing I would expect would be help to improve in that area. That's what an evaluation is all about and I think that as you give it to people you have to be careful that you are giving it to strong media people in the beginning."

INTERVIEWER: "Is there anything that you would do differently?"

MEDIA SPECIALIST: "You mean with the whole County?"

INTERVIEWER: "Yes, the whole County."

MEDIA SPECIALIST: "If I were going to do it again—if I were responsible for starting the whole project and doing it again I would put time lines on it and speed it up. I think we've been dragging our feet too long with it. I would like a time line where you say that by a certain date we're going to have this done and by another date we're going to have that done."

The foregoing interview segments show genuine involvement and concern with both the content and the process used for performance appraisal in the schools. In our final chapter we will place these specific examples in the context of personnel management generally, draw some conclusions, and make some recommendations for the profession.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The conclusions are presented along with selected excerpts from the interviews to help relate those conclusions to the study. Interview material in this chapter does not duplicate that quoted previously. The recommendations are based on the study and its conclusions, but are organized according to their major intended audiences rather than to parallel the conclusions.

Conclusions

Procedures for Evaluating Media Specialists Are Inadequate

An underlying assumption of this study was that more effective methods to evaluate the performance of school media specialists are needed. This assumption has been supported by the responses from Florida media specialists, media coordinators, and principals. These responses were discussed in Chapter IV.

One might think that a large school district would have more need for a specialized evaluation instrument than a small district. We have concluded that the opposite is true. Large school districts are more likely to have media consultants at the district level who know what to look for when evaluating a media program. Without a district level media consultant, the principal doing an evaluation who is not sure what to look for may have no one to turn to. This problem was brought into focus for us by a principal from County B who said:

> "I can see that where you have a media director in a large system, that person would know exactly what to look for when they go into a media center. But if you send a principal in there to evaluate it, he may look to see if it is neat, or classified correctly, but there are other things that you should look for when you evaluate a media center. In a small system the principal may not have anyone to help him."

Information from media specialists in other parts of the county supports the conclusion that the problem is a general one. The information from outside Florida was obtained from two sources: (1)

interviews held with school media personnel in Traverse City, Michigan; and (2) responses to presentations made at "Media at the Center," the 11th Annual Conference for Continuing Professional Development in Athens, Georgia on April 16 and 17, 1982.

Traverse City. The media coordinator and the secondary school media specialist in Traverse City were asked to respond to an interim report of the study in the context of their experience in Michigan. The following excerpts are from the interviews conducted there by Dr. Pfister on May 12, 1982.

INTERVIEWER: "What kind of evaluation do you use for the media specialists here right now?"

MEDIA COORDINATOR: "They use the teacher evaluation form and I'm running up against this problem right now. Our processing center is staffed by one professional and 2 clerks. The professional has been doing our cataloging for about 8 years, and her work has never been written up."

INTERVIEWER: "How is it for the media specialists in the schools?"

MEDIA COORDINATOR: "It doesn't work for them either. There's even been tremendous dissatisfaction with it as a tool for evaluating teachers."

INTERVIEWER: "How do your media specialists feel about the way they are evaluated?"

MEDIA COORDINATOR: "Well I hadn't discussed it with them and I told them you were coming and explained the study you were conducting and they were very anxious to talk about it. We will go over there this afternoon...I guess I can react to that a little bit from my other two positions before I came here. I was evaluated only when I asked to be. I had a probationary contract and I was never evaluated...So I would ask for an evaluation at the end of the year and that's when I got it. I was given tenure at the last school in only one year, with no evaluation. My principal had probably never spent more than five minutes with me. In the other school, I was in an open media center. It was a high school and I thought the principal had an understanding of what media programs were for and specifically what he wanted in his own building. I got my evaluation at the end of the year. It was a one-page letter and it was very complimentary and I was pleased with that, but I wished that somewhere along the line other than when I went in for a conference and said: 'This is what I'm doing.

Does that sound alright?' I wish they'd said something before, and that I didn't have to ask for it."

INTERVIEWER: "Would you say that your own experience was typical?"

MEDIA COORDINATOR: "You would hear this all over Michigan."

Response to presentations. The presentations in Athens, Georgia made to two groups of Georgia school media specialists, media supervisors, and a few principals. Responses to questions during the presentation and discussion afterward indicated that most of those present felt their evaluations were inappropriate.

Use of the Models Can Improve Performance Appraisal of Media Specialists

The Models in the Appendix and the process described for using them represent significant improvements over what is currently being used to evaluate media specialists. Many current forms incorporate trait items that are difficult to justify as job related. In most cases there is no opportunity for the setting of goals or priorities. In many cases media specialists are being evaluated with an instrument designed for classroom teachers. In these cases many of the evaluation items are not applicable to media specialists. In addition, often neither the media specialist nor the principal is aware of the full scope of the job because the critical job activities have not been identified. As discussed in Chapter 3, the models developed during this study have the potential to make improvements in all of these areas. Where traditional evaluation instruments are in use, the models still have the potential to provide useful input to the official evaluation. The following segment of an interview with a principal in County A illustrates this point very well.

> "I could see it as a viable instrument too, even if you had outside pressures that would prohibit its use as a district-wide evaluation. Assuming that there is respect between the principal and his employees, including the media specialist, why could it not be used at the building level, between the principal and the media specialist? If it could be mandated, then that's probably the way I would go, because that would keep everybody on their toes, and that's basically what should be accomplished. But if it *can't* be mandated that's what I'm saying, it could still be useful."

The Models Have Uses Other Than for Performance Appraisal

In some school districts union contracts or other constraints dictate the formal performance evaluation instrument that will be used for media specialists. Even in those districts, the process developed in this study can be useful. It can improve communication and this provide clearer expectations that will reduce role ambiguity. The model process can also be used for developmental purposes and can help in setting goals and priorities. The statement of expected job performances developed for a given district can also help to select the best available media specialists when vacancies occur.

Improving communication and reducing role ambiguity. This study has demonstrated that communication between the media specialist and principal generally improved during the development of the evaluation instrument and during its use. Not only did the school principals gain a better understanding of the role and functions of a media specialist and the problems they encounter, but the media specialists learned about the principal's job, including some of their problems and limitations. In addition, by gaining a clear understanding of their principal's expectations and goals, media specialists experienced less role ambiguity. Just as better communication reduces role ambiguity for the media specialist, it also permits the principal to get a better picture of the media specialist. Consider the comment made by a principal in County A:

> "The boosters have been very supportive with us. Year before last, they purchased a video cassette recorder for us and a number of color monitors. Every year they give us a great amount of money, so our next goal was to get the video camera which we have ordered. And thanks to our media specialist, we have really a terrific buy—she was very persistent. She can really bargain—I never knew she could do so much!"

An example of a media specialist's perception of improved communication is provided by this quote from the interview with the media specialist in County A.

> "If nothing else, if they are investigating the use of such an evaluation, and the need of it, what will come out of the investigation is that more lines of communication will open up among the media specialists, teachers, etc., in the county. That's one of the main good advantages that has resulted from this. You know it seems so trite to say it, but when you have more lines of

communication open there is more chance to achieve the goals."

Developing employees. Information obtained during this study indicates that the models have potential for developing media specialists. Proper use of the process described in the models will identify areas of strengths and weaknesses in performance. Areas of strength can be positively reinforced to encourage future occurrences of the desired behavior. Employees can also be counseled and training suggested in areas where performance deficiencies exist. A comment to illustrate that the developmental value of this type of evaluation is recognized comes from a media specialist in County A:

> "I also think that our original purpose in developing the evaluation tool the way we did in this County was to get principals and media people to thinking alike, because principals, not being media people, aren't really aware of some of the things we ought to be doing—you know that. So I like this. It at least gives me a chance to get my ideas across to a principal, instead of sitting down as we have for lo these many years and having him say: 'Yes, everything is nice in the library, and I see classes walking in and out, so I guess your program is good.' And that's really not a very good evaluation. An evaluation should be a springboard, so that you can find out where things are weak—this is what they're for."

Planning and goal setting. In addition to their usefulness in facilitating communication, developing employees, and reducing role ambiguity, the models are also useful for planning and goal setting. This conclusion stems from statements such as the two that follow. The first is from a principal. He said:

> "I think too, that this County is very weak in the evaluation procedure presently used...Something like this, the Model Evaluation, is very helpful. It will give people direction and keep them on task. It's a reminder of major directions during those times when day-to-day pressures might make us lose sight of them."

The second comment is from a media specialist who had been asked what she thought the reaction of the media specialist would be to a change from the current evaluation to the model.

MEDIA SPECIALIST: "Well, I got the feeling when you talked to us in that general dinner meeting, that the general opinion there was 'something else for us to do.' I think when they understand it, though,

like when I understand it, I think it is fantastic that the principal is willing to take the time to help me with priorities. So many principals never sit down and talk with their media specialist at all. Of course, he knows what I'm supposed to do out there, basically, but he has an overall view of the school and his ideas of the things that need to be accomplished might be different than mine. And the things that I need to get accomplished, I can't very well do unless he understands it and is willing to back me on it."

Selecting new personnel. Performance evaluation models such as those developed in this study can be useful in the personnel selection process when new media specialists are hired. Knowing the critical elements of the job would enable the interviewer to ask better questions and be better able to evaluate a candidate's background and responses. The following quote from a media specialist in County A illustrates this point.

> "I would like to see this also as a list of things for a principal to have before someone is hired as a media specialist. So many times—not here—they don't realize the scope of the media specialist's job. They hire people without knowing that one needs to know a lot about curriculum as well as cataloging."

Procedures for Evaluating Other Employees Also Need Improvement

The need for improved performance evaluations is a general problem that is well documented. Relevant management literature is reviewed on pages two through eight of this report. The conclusion that this general problem exists for all classes of school personnel is based on two sources of information from the study.

The confirmation came from comments made during the interviews conducted in Florida and in Michigan. These comments touched on the need for better teacher evaluations, indicated that there was district-wide interest in all evaluations, and in one instance indicated that improvements in media specialist evaluations would be hard to initiate because other areas would want to have their evaluations changed also.

Interest in improving performance appraisals in other types of libraries was evidenced at a presentation of this study during the American Library Association Convention in Philadelphia on July 13, 1982. Much of the response to the study, and many of the requests for

further information came from public, academic, and special librarians who were dissatisfied with their current appraisal system.

The Models Are Congruent With Current Management Trends

All the models developed in this study represent significant progress toward a more adequate system than is generally in use to evaluate media specialists. The models developed in this study are all different in appearance but each is a practical adaptation of the MBO and BARS techniques discussed in the management literature. This is particularly true of the model developed in County A and the County B adaptation derived from it.

In each of the Florida counties participating in the study there were groups of media specialist, supervisors, and principals who worked together to decide on the critical dimensions to be evaluated as well as the items of sample evidence. Trait items are not included on any of the instruments developed. The critical job activities are all behavioral in nature and explain behaviors the media specialist must exhibit to adequately perform the job. In addition, the systems were designed to include periodic goal setting between the media specialist and the school principal. In this way the media specialists and principals can determine high priority job activities that help to focus energy and allocate time.

Recommendations

Recommendations to Those Attempting to Implement a New Evaluation Instrument for Media Specialists

Adapt the models. Schools or school districts interested in improving the performance evaluation instruments presently being used for media specialists or other classes of school personnel can use the models as a base or as examples. They must, however, be cautious in adopting new models. Preconstructed evaluation instruments should not be adopted "as is," but they can be used as a basis for local discussions. Personnel in the school or school district must understand and agree with the items included on the form. Each school and district has different facilities, different grade levels, etc., and the evaluation instruments developed must be specific to where they will be used.

Provide leadership. Leadership for improvement should logically come from district level media supervisors in those districts that have them. Media specialists, principals, or district level administrators in districts without a media supervisor may also wish to improve the performance appraisal process in their schools. It is recommended that personnel in these districts contact the State Department of Education's School Media Consultant (or analogous office) to identify possible sources of outside assistance. Such assistance might then come from the State Department of Education, other school districts, universities, or other sources.

Get support. Media supervisors or others attempting to implement a new evaluation instruction should seek initial support for the idea from strong people who can be expected to support this kind of change—people who would not be threatened by a more detailed appraisal of their performance.

Establish a district-wide time frame. A time frame for accomplishments should be established. Unless a time frame is established, schools generally take too much time in the development process. Time goals need to be set for developing an initial model, for pilot testing the model, for district-wide implementation, and for a subsequent reassessment and revision of the model.

Establish building-level review policies. Each school should plan to reassess the model whenever there is a change in the media center staff or in the school administration that does the performance evaluation. Reassessment is also needed when changes such as the

grade levels served or the addition of new equipment such as a microcomputer cause the media specialist's job to change.

Improve the models. Two ways to improve the models developed in this study are recommended. First, we recommend that consideration be given to including a statement of resources or other support needed to accomplish each job duty. If a media specialist is to be held responsible for goal accomplishment they must have the resources, support, information, etc., to accomplish the goal. Several media specialists in Florida voiced concern that they would be evaluated on things that were not within their control. The addition of a statement of resources needed should ease this concern.

A second way to further develop the models illustrated in the Appendix would be to develop behavioral anchors or examples to help overcome the problem of judging the level of goal accomplishment. One might start with the major goals (high priority objectives) established for the year and develop behavioral anchors for each point on a scale to illustrate degrees of goal accomplishment. This variation of the BARS techniques discussed in the management literature (e.g. Latham & Wexley, 1981) is a practical alternative that provides a method of eventually developing anchors for each major dimension. These behavioral anchors will more clearly define expectations for goal accomplishment and will also reduce role ambiguity.

Consider other uses for the models. The models can be used even if a school system is unionized and the contract dictates that another formal evaluation instrument must be used. The models presented in this study can be used to create input for an existing evaluation system as well as for planning purposes, selecting and developing employees, increasing communication, and channeling energy into high priority areas.

Recommendations to Those Responsible for Performance Appraisal in School Districts

Examine the needs of all school personnel. In our interviews with school principals and media specialists the need for improved performance evaluations for other classes of school personnel, such as guidance counselors and music teachers, was mentioned several times. If our conclusion that such needs exist is correct, then steps should be taken to address these problems.

It is helpful, but not essential, to start with a base document as we did

in our research. Starting with a base document reduces the time involved considerably and makes the process a more manageable experience. If an area has nothing analogous to the critical competency study, the process used in this study can still be paralleled. This would be done by having raters and ratees (e.g. principals and guidance counselors) create a local set of essential job dimensions to use as a starting point.

Provide inservice training. We have concluded that evaluations used for media specialists and other school personnel need improvement. In addition to using a better instrument and process, we believe it is also possible for many who are involved in the appraisal process to improve their techniques. Such techniques would include observation and recording skills, use of critical incident techniques, identifying rating errors and associated problems, and goal-setting and feedback techniques.

Examine the reward structure. Rewards for the media specialist, such as money, recognition, etc., should ideally be related to both goal accomplishment and the performance of the job activities established as essential. The present lock-step salary schedule used in most school systems does not address this problem. There should be opportunity for merit at all levels. Even if this cannot be done for teachers and media specialists, merit pay for principals is possible. The evaluation and subsequent rewards of school principals should take into account how well they develop and utilize employees. Do they conscientiously work with the media specialist to set goals and provide support for the accomplishment of these goals? Are they getting good value for the money spent on the media program by using that staff to the best advantage? These and similar questions need to be asked about principals if we are to come close to getting maximum benefit from our media programs.

Recommendations for Additional Reading

In recent years, a great deal of research has been conducted in the area of performance evaluation. This research is summarized in two recent books that would be useful to anyone doing further study on this topic. The first of these books is *Increasing Productivity Through Performance Appraisal* (1981) by Gary P. Latham and Kenneth N. Wexley. This volume is part of the Addison-Wesley Series of Managing Human Resources. It gives thorough coverage of the legal aspects of performance evaluation, the development and validation of appraisal systems, and the motivational aspects of performance evaluations. This book also includes numerous examples and

illustrations of performance appraisal formats.

A second useful source for additional information is *Performance Appraisal and Review Systems: The Identification, Measurement, and Development of Performance in Organization* (1982) by Stephen J. Carroll and Craig C. Schneier. In addition to covering many of the same topics as Latham and Wexley (1981), this book provides extensive coverage of feedback techniques and management by objectives. Both of these books provide up-to-date, useful references on the topics discussed in this research report.

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APPENDIX
The Model Performance Appraisal Instruments

County A Model
April, 1982 (Draft version)
Developed by the Media Specialist
Job Description Committee

County A (Draft, 4/22/82)

Name_____ Date_____

JOB ACTIVITY/PERFORMANCE	SAMPLE EVIDENCE	Not effective / Needs Improvement / Effective
1. Provides guidance to students and school staff in the use of library media materials, equipment and services designed to assist in meeting school instructional objectives. Comments:	a. Establishes MEDIA COMMITTEE of teachers, students, and parents. b. Meets with FACULTY GROUPS AT LEAST MONTHLY (grade level teachers, departments). c. Orients new staff to use EQUIPMENT: teachers to new equipment. d. Publishes LIST OF SERVICES available through the school MEDIA CENTER. e. Ensures that STUDENTS CAN PROPERLY USE appropriate equipment.	1 2 3

2. With school administration and faculty, develops goals and functions of the media program which support meeting the objectives of the total school instructional program. Comments:	a. Involves MEDIA COMMITTEE and SCHOOL ADMINISTRATION in developing goals. b. Publishes SHORT TERM GOALS (1-10 months) and LONG TERM GOALS with timeline. c. Provides for a method of evaluation of the school media program by students, teachers, administrators, and parents d. Invites suggestions to improve the school media program from students, teachers, administrators and parents.	1 2 3
3. With the cooperation of the staff and students and parents, where appropriate, establishes written policies and procedures which achieve the goals of the media program. Comments:	a. Involves MEDIA COMMITTEE in developing written policies and procedures. b. Policies and procedures PUBLISHED in student and teacher handbook. c. Policies and procedures updated WITHIN THE PAST two years.	1 2 3
4. In cooperation with the students and faculty establishes, builds and maintains a collection of varied types of media, resources, and equipment which meets individual student and teacher needs. Comments:	a. Within budget restrictions, purchase materials needed to "FILL GAPS." b. Systematically involves teachers and students in identifying NEEDS. c. Within budget restrictions, PURCHASES MATERIALS FOR ALL TYPES OF LEARNERS.	1 2 3

5. Provides specific information and resources in response to requests, using local and/or outside sources. Comments:	a. Responds to REQUESTS FOR INFORMATION AND RESOURCES not found in school. b. Provides at least one MULTIMEDIA BIBLIOGRAPHY each semester.	1 2 3
6. Prepares and justifies the annual media program budget request. Comments:	a. Present to school budget committee ITEMIZED BUDGET related to goals.	1 2 3
7. Plans activities and/or opportunities that motivate students to properly use media. Comments:	a. Presents DISPLAYS for student and teachers showing media application. b. Maintains area for students and teachers to USE AV EQUIPMENT AND MATERIALS. c. COMPUTER TERMINAL or micro computer is available for student and teacher use.	1 2 3
8. Maintains effective working relationships among district-wide media staff and attends district meetings and participates on district committees. Comments:	a. Attends at least half of the MIIC meetings. b. Volunteers to work on at least one MIIC Committee.	1 2 3

9.	Uses accepted inventory procedures and evaluation processes for materials and equipment retention/deletion Comments:	a.	Conducts and reports INVENTORY each year.	1 2 3
10.	Makes effective use of available media facilities and plans with administration, faculty and students for growing needs and trends. Comments:	a. b. c.	Maintains STUDENT CENTERED media center. Media Center is VISUALLY PLEASING, WELL Meets with SCHOOL ADMINISTRATION at least once yearly to plan for future.	1 2 3
11.	Establishes and maintains procedures that assure optimum use of materials and equipment for both students and teachers. Comments:	a. b. c. d. e.	Has equipment USE AND TRACKING system to provide information on equipment. Has EFFECTIVE CHECK OUT/IN system. Has COMMUNICATION system with teachers regarding future needs. Has card catalog efficiently organized by a standard method. Has an integrated catalog.	1 2 3
12.	Assists teachers in motivating students toward discriminating reading, viewing, and listening habits. Comments:	a. b. c.	Provides information to TEACHERS AND STUDENTS regarding upcoming TV, films, etc. Makes suggestions to teachers and students regarding BOOK REPORTS, reading guidance, etc. Locates materials and techniques to promote good listening habits.	1 2 3

13.	Coordinates the teaching of a planned program of research study skills in the various departments. a. Identifies skills that the students need. b. Points out strategic times that they should be taught in relation to instructional units in the classroom. Comments:	a. Provides help to teachers in preparing lesson plans incorporating research study skills. b. Provides assistance to teachers requiring help in teaching research study skills.	1 2 3
14.	Provides students and faculty with experiences that teach the effective use of media and equipment. Comments:	a. Develops and maintains EFFECTIVE WORKING RELATIONSHIPS with school staff. b. Presents at least one INSERVICE COMPONENT in effective use of media to school staff each year. c. Presents at least one instructional segment (5 hours) TO STUDENTS in media production (photography, TV, script writing, etc.).	1 2 3
15.	Keeps up-to-date with standards, guidelines, emerging practices and innovations in library media programs. Comments:	a. Reads at least one MEDIA JOURNAL each month. b. Attends FAME and/or FLA at least once every three years.	1 2 3

16.	Uses authoritative bibliographic sources which provide current reviews and information for the selection of materials. Comments:	a. Uses CURRENT REVIEWS in selection of materials. b. Makes current reviews AVAILABLE TO TEACHERS AND STUDENTS.	1 2 3
17.	Participates in curriculum planning on both school and district level. Comments:	a. Maintains active membership on school wide CURRICULUM COMMITTEE. b. Participates with INSTRUCTIONAL IMPROVEMENT COMMITTEE as assigned. c. Provides SUGGESTION/REVISIONS to improve Library Media Skills Curriculum.	1 2 3
18.	Makes appropriate recommendations pertaining to needs of the media program and facilities, both physical and environmental. Comments:	a. Maintains file of WRITTEN RECOMMENDATIONS to school administrators.	1 2 3
19.	Maintains contact with other library, education, and information agencies. Comments:	a. Contacts at least ONE SUCH AGENCY each month.	1 2 3

20.	Provides and maintains an area/ method by which students and faculty can select and evaluate materials. Comments:	a. Schedules MEDIA BUS at least once yearly. b. Maintains evaluation file for SELECTION OF MATERIALS. c. Invites faculty and students by word and written memo TO EVALUATE MATERIALS for possible purchase. d. Provides specific opportunities for students to evaluate materials for possible purchase.	1 2 3
21.	Participates in the selection and evaluation of the media center staff. Comments:	a. Participates in SELECTION OF AIDES, STUDENT AIDES, AND VOLUNTEERS. b. Participates in evaluation of AIDES, STUDENTS AIDES, AND VOLUNTEERS.	1 2 3
22.	Trains, schedules and supervises aides and/or volunteers. Comments:	a. Uses systematic training PROCEDURES with aides, student aides, and volunteers. b. Schedules WORK for aides, student aides, and volunteers. c. SUPERVISES the work of aides, student aides, and volunteers.	1 2 3

Overall Comments:

SIGNED: _____ Evaluator SIGNED: _____ Media Specialist DATE: _____

County B Model

School Media Specialist Performance Evaluation
Developed by the County B Media
Specialists during 1981-1982

COUNTY B

PERFORMANCE	EVIDENCE	DEGREE OF IMPLEMENTATION
1. Develop goals and functions of the library media program with school administration and faculty which support the county school district's educational objectives.	1. Timeline or plan showing goals statement.	NOT FULLY 1 2 3 4 5
2. Establish written policies and procedures with the cooperation of staff and students (where appropriate) which achieve goals of the library media program in each school.	2. Written policy and procedure manual which is available to students and faculty. Circulation policies.	1 2 3 4 5
3. Assist students and school staff in the use of library media, equipment and services to meet the instructional objectives.	3. Teacher input. Observation by principal.	1 2 3 4 5

4. Establish, build and maintain a balanced comprehensive collection of varied types of media and resources in cooperation with faculty and students (where appropriate).	4. Approved selection policy.	1 2 3 4 5
5. Demonstrate ability to provide specific information and resources in response to reference questions.	5. Teacher and student input.	1 2 3 4 5
6. Prepare and justify the library media program budget recommendations.	6. Submitted recommendations.	1 2 3 4 5
7. Demonstrate ability to catalog and process materials for circulation.	7. Organized, completed, catalog. Functioning circulation system.	1 2 3 4 5
8. Develop and maintain effective working relationships among school staff.	8. Observation, Staff reaction as as evidenced in the program evaluation (#12 below).	1 2 3 4 5
9. Maintain effective working relationships among district wide library media staff and attend district meetings.	9. Attendance at in-service meetings.	1 2 3 4 5

10.	Use accepted inventory procedures and evaluation processes for materials and equipment.	10.	Inventory record on standard forms.	1 2 3 4 5
11.	Make effective use of available library media facilities and plan with administration, faculty, and students for growing needs and trends.	11.	Displays, bulletin board; visually pleasing, well-organized media center. Evaluation results from #12 below.	1 2 3 4 5
12.	Evaluate the library media program annually.	12.	Evaluations by teachers and students (where appropriate). Suggestion box ideas.	1 2 3 4 5
13.	Provide students and faculty with experiences that teach the effective use of media and equipment.	13.	Observation. Student/teacher input.	1 2 3 4 5
14a.	(Elementary) Coordinate the teaching of a planned program of library media skills. a. Identify skills that the students need. b. Point out strategic times that they should be taught in relation to instructional units in the classrooms.	14a.	(Elementary) Lesson plans; copies of teacher units that relate to library skills.	1 2 3 4 5

14b.	(Secondary) Coordinate the teaching of a planned program of library media skills in the various departments. a. Identify skills that the students need. b. Point out strategic times that they should be taught in relation to instructional units in the classrooms.	14b.	(Secondary) Lesson plans; copies of teacher units that relate to library skills.	1 2 3 4 5
15.	Keep up-to-date with standards, guidelines, emerging practices and innovations in library media programs.	15.	Continuing education. Active membership in professional organizations. Subscriptions to professional journals.	1 2 3 4 5
16.	Use authoritative bibliographic sources to provide current reviews and information for the selection of materials.	16.	Sources are owned by school and circulated to faculty.	1 2 3 4 5
17.	Participate in curriculum planning on both school and district levels.	17.	Attendance at curriculum planning committee meetings and communications from meetings that could not be attended. Purchases reflect curriculum needs.	1 2 3 4 5

18.	Make appropriate recommendations pertaining to needs of the library media program and facilities, both physical and environmental: humidity, light, electricity, security, etc.	18.	Written copies of recommendations.	1 2 3 4 5
19.	Maintain contact with other library, education and information agencies.	19.	Teacher/student input. Know where resource documents are.	1 2 3 4 5
20.	Provide and maintain an area and/or method by which students (where appropriate) and faculty can select and evaluate materials.	20.	Documentation of purchases based on review and evaluation.	1 2 3 4 5
21.	Participate in the selection and evaluation of library media center staff.	21.	Involvement in job interviews and personnel evaluations.	1 2 3 4 5
22.	Train, schedule, and supervise aides and/or volunteers.	22.	Observation. Management schedule.	1 2 3 4 5
23.	Provide audiovisual production and reproduction services. (Secondary only).	23.	Material produced, e.g., transparency masters.	1 2 3 4 5

COUNTY C: ELEMENTARY SCHOOL

MEDIA SPECIALIST ASSESSMENT FORM

Name _____ School _____

Evaluator _____ Date of Evaluation _____

To be most effective, the evaluation process should include discussion between the evaluator and evaluatee prior to the commencement of the evaluation period (school year). At this time they should agree on high priority objectives for the media specialist and discuss ways and means to attain them.

Performance	Evidence
A. Professional Effectiveness:	
1. Maintains a complete and accurate: (a) shelf list of all media. (b) inventory of all equipment. (c) card catalog of all media. (Comments)_____	Joint examination by principal and media specialist.
2. Provides an atmosphere conducive to individual inquiry, research, study, and relaxation. (Comments)_____	Observation. Student sign in sheets. Media center schedule.
3. Plans with departments and/or individual teachers and assists teachers in selecting and/or preparing appropriate media to support the curriculum. (Comments)_____	Media specialist's schedule. Teacher and media specialist lesson plans "Planning Form" and "Unit Request" "Article Alert" "Media Plans For."

4.	Provides effective programs of instruction for students in library media skills. (Comments)_____ _____	Media specialist lesson plans. Relevant CTBS and other test scores. Observation of students. Use of County Media Skills Curriculum Guide.
5.	Demonstrates effective teaching skills. (Comments) _____	
6.	Employs effective discipline procedures. (Comments) _____	
7.	Provides materials for all areas of the curriculum and for various abilities and interests. (Comments)_____ _____	Educational Plan for school P.O.'s on approval "Wekiva Elementary School Principles and Policies for Basic Selection..." Use of County curriculum guides.
8.	Identifies equipment in need of repair and initiates steps to provide needed maintenance. (Comments) _____	Maintenance Department Service Requests placed. Policy statement in Media Center.

B. Personal and Professional Responsibilities:

1.	Exhibits rapport and understanding with school staff colleagues. (Comments)_____ _____	Observe effectiveness of program.

2. Effectively implements requirements of state law, county policies and school building procedures.
(Comments) _____

_____

3. Dependably and promptly fulfills all other assigned responsibilities.
(Comments) _____

_____

4. Accurately and punctually fulfills the following record-keeping responsibilities:
   (a) 6200 budget
   (b) Title IVB
   (c) State Monies as allocated.
   (d) PTA and/or any other other school generated monies.

   Examination of appropriate records.

(Comments) _____

_____

5. Continues to pursue professional growth as evidenced by inservice participation, college course work, and/or professional organization membership.

   Inservice report. Professional organization participation.

(Comments) _____

_____

6. Establishes two-way communication with parents in an honest, positive and constructive manner.

   Participation in "Parent Survey Form." Parent Conference Form.

(Comments) _____

_____

(Additional Comments:)_____

_____

_____

(Media Specialist Comments:)_____

_____

_____

Evaluator Signature Date

_____

Evaluatee Signature Date

_____

Signature of evaluatee does not necessarily imply agreement with evaluation, but acknowledges that it has been discussed with the evaluator.

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COUNTY C: MIDDLE SCHOOL

MEDIA SPECIALIST ASSESSMENT FORM

FOREWORD: During November, 1981, The Middle School principal and media specialists developed and agreed upon the following statements to undergird the performance appraisal process:

1. Performance appraisal planning premise: Evaluation is opinion, and should be based on facts, it should be fair to both evaluator and evaluatee.

2. Preliminary statement of philosophy: The Media Center should be open, used, of service to students and staff, and run in a professional manner.

Media Specialist _____

Evaluator_____ Date of Evaluation _____

Code: X indicates some form of documentation is available to verify that this portion of the assessment form is available and/or it has been accomplished. NI indicates no documentation and/or it needs to be accomplished.

1. **Usage and Utilization of Media Center:**

   A. Provides opportunities for students and staff to use the Media Center:
   ____ before school ____ during lunch ____ after school

   This can be documented by:
   ____ hours of Media Center are posted.
   ____ duty schedule for Media Specialist available.
   ____ direct observation by the evaluator.

   (Comments:) _____

   _____

   _____

   _____

B. Shows evidence that the Media Center is being utilized:

___ helping teachers schedule classes (calendar for media usage documents this).
___ encouraging students to check out books (hours available for student usage and records of books in circulation documents this).

(Comments:) _____
_____

C. Promotes student awareness of the opportunities and services of their Media Center:

___ students have been given an orientation to the Media Center through their English class. Documented by Media Specialist's lesson plans for this orientation.

___ Audio-visual classes have been given to students and can be documented by classroll and lesson plans.

(Comments:) _____
_____

D. Provides opportunities for staff members to become aware of procedures, services, materials, equipment, and supplies offered by media program:

___ equipment and materials catalogs made available to staff members.
___ orders for staff members for materials and supplies from the county made through Media Center.
___ orientation classes available to staff in regard to procedures, equipment, supplies and services of Media Center.

(Comments:) _____
_____

E. Shows evidence that staff members are utilizing the materials, equipment, and services of the media program.

___ circulation records are being kept for materials and equipment being used.
___ inventory records of supplies are being kept.

(Comments:) _____

_____

F. Provides opportunities for fair and equitable usage of media materials and equipment:

___ keeps circulation records and schedules equipment usage.

(Comments:) _____

_____

G. Shows consideration in using Media Center to its optimum:

___ floor plan adjusted to meet student, staff or program needs in regard to the following.
  ___ good supervision
  ___ neat and orderly
  ___ interesting and encouraging
  ___ relaxing

(Comments:) _____

_____

2. **Professionalism:**

A. Shows evidence of proper recordkeeping:
___ school and district AV catalogs (equipment · materials).
___ circulation records (books, materials, equipment).
___ calendars (scheduling media usage).
___ inventory records (for books, media, and equipment).
(Comments:) _____

_____

B. Shows evidence of budgetary responsibility:
___Title IV monies (Federal) spent according to rules and regulations.
___ state monies spent according to rules and regulations.
___ internal account kept up-to-date (collections). provides administration with proper input to help
___ determine media budget.
(Comments:) _____

_____

C. Demonstrates expertise in the field of Library Science:
___ card catalog.
___ classification system.
___ purchase and acquisition of materials, equipment and supplies in relationship to awareness of school
___ clientele needs.
___ supporting curriculum needs in purchasing.
(Comments:) _____

_____

D. Shows evidence of professional growth:
___workshops.
___coursework.
___ inservice.
___ professional organizations.

ADDITIONAL COMMENTS: _____

_____

Evaluator: _____

_____

Media Specialist: _____

_____

SIGNATURES: _____

Evaluator: _____ Date: _____
Media Specialist: _____ Date: _____

COUNTY C: HIGH SCHOOL

MEDIA SPECIALIST ASSESSMENT FORM

Name _____ School _____

Evaluator _____ Date of Evaluation _____

Performance	Evidence
A. Professional Effectiveness:	
1. Maintains a complete and accurate (a) card catalog of available media. (b) inventory record of media. (c) inventory record of adjustment. (Comments) _____	Check selected media or equipment items against appropriate record
2. Provides an atmosphere conducive to individual inquiry, research, study, and relaxation. (Comments) _____	Observation
3. Assists teachers in selecting and/or preparing appropriate media to support the curriculum. (Comments) _____	Planned contact as shown by appointment book
4. Plans with departments and/or individual teachers to establish procedures for group and/or individual assignments. (Comments) _____	Planned contact as shown by appointment book

5.	Provides effective programs of instruction for students in library media skills. (Comments)_____	Lesson plans
6.	Provides materials for all levels of abilities and interests. (Comments) _____	Teacher survey, teacher comments
7.	Identifies equipment in need of repair and initiates steps to provide needed maintenance. (Comments) _____	Observation, comments

B. Personal and Professional Responsibilities:

1.	Exhibits rapport and understanding with school staff colleagues. (Comments) _____	Observation, teacher comments
2.	Effectively implements requirements of state law, county policies and school building procedures. (Comments) _____	Lack of negative feedback
3.	Dependably and promptly fulfills assigned responsibilities. (Comments) _____	Comments
4.	Accurately and punctually fulfills required record-keeping responsibilities. (Comments) _____	Financial records; observation, check with SACS

5.	Continues to pursue professional growth as evidenced by inservice participation and/or college coursework.	As indicated in statement
	(Comments) _____	
	_____	
6.	Establishes two-way communication with parents in an honest, positive and constructive manner.	Lack of negative feedback
	(Comments) _____	
	_____	

(Additional Comments) _____

_____

_____

(Media Specialist Comments:) _____

_____

_____

Evaluator Signature Date

_____

Evaluatee Signature Date

_____

Signature of evaluatee does not necessarily imply agreement with evaluation, but acknowledges that it has been discussed with the evaluator.

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